Aligning the Work

Q1: *As a leader of a building, how would you help your staff understand that the work on curriculum, instruction, and assessment is about ALL students?*

A1: That concept is already a well-established fact at my school. If I was placed in another setting, where such a school culture did not already exist, I would work to foster a new "all student" focus from the beginning. School leaders set the tone in their learning

Q2: *It's not just about expecting collaboration between teachers (as well as between the principal and staff). Specifically, how can principals encourage collaboration in their school between teachers and school leaders?*

A2: According to The IRIS Center (2004), school leaders that enjoy successful academic outcomes for all students generally have principals who:
- Encourage teachers to participate in school-wide decision making.
- Support teachers when they assume and carry out leadership roles.
- Share responsibility with the rest of the staff for the success of students.

The second IRIS module we completed in class goes on to say that this concept of shared responsibility happens only when school leaders:
- Promote collaboration between teachers and principals
- Encourage collaboration among teachers
- Support collaboration between school staff and parents
- Ensure shared high expectations for students
- Make group decisions about accommodations
- Adequately prepare students for tests

Q3: *As the principal of a building, how would you ensure Tier 2 and Tier 3 supports for struggling students using the resources you have?*

A3: As a school that operates under the Response to Intervention (RTI) framework, my job as a principal is to ensure that the essential components of RTI, such as tiered instruction, ongoing assessment, and family involvement are "implemented rigorously and with integrity" (NCLD, 2016). From what I've read concerning implementing Tier 2/3 supports, it's easy for administrators to explain the "why" part of the process but many school leaders have trouble articulating the "how" part in a way that empowers the teachers, staff, and students. So, as I move forward, I will look toward the research for ways to explain the "how" better to all stakeholders.

National Center for Learning Disabilities. (N.D) *Include Essential Components*. Retrieved April 20, 2016, from http://www.rtinetwork.org/essential

The IRIS Center. (2004). Effective school practices: Promoting collaboration and monitoring student's academic achievement. Retrieved on April 20, 2016 from http://iris.peabody.vanderbilt.edu/esp/